

# REVISION MODULE B

## Grammar and speaking

### 1. Work in pairs. Ask for and give advice.

- Tell students to look at the example and tell you what changes have been made.
- Ask them to write complete sentences asking for advice, using the cues given.
- Check sentences as a class.
- Ask students to think of the advice they would give in these situations. Elicit their ideas.
- Put students in pairs to take turns asking for and giving advice.
- Ask a few students to tell you what advice their partner gave them.

#### Possible answers

- Could you tell me how to make friends?  
— You should smile more often./You should join an after-school club.
- Can you tell me why people/other students/my classmates do not talk to me?  
— Because you are new and they don't know you./Because you don't smile and you don't talk to anyone, so they think you don't like them.
- Could you tell me who to talk to?  
— Talk to everyone and you'll soon make friends.

### 2. Choose the correct answer.

- Tell students to read the sentences and conversations and choose the correct options to complete them.
- Ask them to compare their answers with their desk partner.
- Check answers as a class.

#### Answers

1. b)    2. a)    3. b)    4. b)    5. b)    6. d)

### 3. Complete the diary with the words and expressions in the box.

- Ask students to look at the illustration and tell

you whose diary they think they are going to read, and what they think the diary will be about. Compare ideas as a class.

- Ask them to read the diary very quickly and check their ideas. (The passage is the boy's/William's diary. He is writing about a strange dream he has had.)

- Ask students to read the words and expressions in the box and tell you which are question words and expressions (how long, how old, when, where, why).

- Write the question words and expressions on the board and ask students to give you possible answers to them. For example:

how long — twenty minutes

how old — three years old

when — soon

where — at home

why — because I like it

- Tell students to read the diary again and complete it on their own.

- Allow students to compare answers with their desk partner.

- Check answers as a class.

#### Answers

- |             |         |         |            |
|-------------|---------|---------|------------|
| 1. where    | 2. why  | 3. that | 4. how old |
| 5. how long | 6. when | 7. if   |            |

### 4. Complete the passage with the correct form of the words and expressions in brackets.

- Ask students to read the passage very quickly and tell you what it is about. (It is an email or a diary about a visit to China.)

- Ask them if the writer is going to visit China or has already visited. (He/She is going to visit.) If necessary, review the different forms used to talk about the past, the present and the future.

- Put students in pairs to complete the passage.

- Check answers as a class. Ask students to explain why the correct answers are correct.

## Answers

- |                    |                           |
|--------------------|---------------------------|
| 1. looking forward | 2. will be/is going to be |
| 3. will take off   | 4. have never been        |
| 5. will enjoy      | 6. told                   |
| 7. will understand | 8. wrote/has written      |
| 9. to remember     | 10. to know               |

## Extension

- Ask students to write a diary about a trip they are going to go on.
- Ask them to read and correct their diaries in pairs.
- Put all of the diaries on the wall.
- Ask the class to read all the diaries and make a five-sentence quiz for their classmates. For example, find someone who is going to Shanghai to see his grandparents.
- Ask students to exchange quizzes and look for the answers among their classmates' diaries.

## 5. Complete the conversation with *and*, *but* and *or*.

- Check that students remember the difference between “and”, “but” and “or”.
- Ask students to read and complete the conversation.
- Ask them to compare answers in pairs.
- Check answers as a class.
- Ask students to practise and role-play the conversation. Encourage them to be as theatrical as possible.

## Answers

- |        |           |            |
|--------|-----------|------------|
| 1. but | 2. or/and | 3. but/and |
| 4. but | 5. and/or |            |

## Vocabulary

### 6. Put the words and expressions in the box into the correct columns.

- Ask students to read the words and expressions in the box and check students understand their meanings.
- Ask them to put the words and expressions into

the correct columns.

- Ask them to compare answers with their desk partner.
- Check answers as a class.

## Answers

Hobby	Holiday	Friendship	News
chess fan painting stamp travel	beach camp relaxing travel	classmate get on well make friends stay in touch	magazine programme the latest news

### Now write at least five sentences with the words or expressions in the table.

- Ask students to write at least five sentences, using the words or expressions.
- Put students in pairs to read each other's sentences, check spelling, word forms, etc.
- Nominate some students to share their sentences.

## Possible answers

Don't forget to put stamps on the letters.  
I have a large collection of fans.  
This is my favourite radio programme.  
Let's go to the beach and swim.  
I am sorry you are leaving. Please stay in touch.  
She has made a lot of new friends at her new school.  
The latest news is that there's a big fire in town.  
I like magazines about sports, especially basketball.

### 7. Choose five adjectives from the box. Write as many expressions as you can with them.

- Ask students to read the adjectives and check their understanding. Then ask them to choose five of them.
- Ask them to write down as many expressions as possible, combining their chosen adjectives with nouns.
- Ask them to dictate their expressions to you to write on the board.
- Find out which list is the longest.

### Possible answers

a bright idea, bright sunlight/lights  
a busy street/market/park  
a dangerous driver/idea/thing to do  
an interesting idea/book/game/story  
a lonely person/life  
a loud bang/noise/shout/cry  
a lucky person/number  
a magic moment/experience/day  
the main idea/purpose/reason  
a successful trip/day/person/plan  
the usual excuse/mistakes/thing  
a wonderful experience/sight/time/friend/meal

### Now think of...

**Write sentences about them. Use as many of the expressions you wrote as possible.**

- Tell students to think of someone they know, something they do and somewhere they go.
- Ask them to write sentences about each of the three, using as many of the expressions they made with the adjectives as possible. Monitor and help as needed.
- Ask students to show their sentences to their desk partner to check.
- Invite volunteers to read their sentences out to the class.

### Possible answers

My uncle is a very dangerous driver!  
The lady who lives next door to my grandparents is a very lonely person.  
My mother is a lucky person — she has wonderful friends.  
Xing is a wonderful friend and always helps me when I have a problem.  
My usual mistake in English is spelling.  
We visited Beijing last year. It was a wonderful experience.  
I like reading interesting stories about people's travels.  
When I went to the beach, the bright sunlight was wonderful.  
The day we went for a picnic in the park was a magic day!

### 8. Complete the sentences with the expressions in the box.

- Put students in pairs. Tell them to read and take turns asking “What does the expression (ask for) mean?” with each of the expressions for their partner to try to remember the meanings.
- When students are sure they know all the meanings, ask them to complete the sentences on their own.
- Tell students to compare their answers with their desk partner.
- Check answers as a class.

### Answers

- |               |             |            |
|---------------|-------------|------------|
| 1. pay for    | 2. think of | 3. wake up |
| 4. know about | 5. ask for  |            |

### 9. Complete the passage with the correct form of the words in the box.

- Write the words in the box on the board.
- Ask students to say all the other forms of the words that they can think of, and write them underneath.
- Tell students to read the passage and decide which word and what form to use to complete each gap.
- Check answers as a class.

### Answers

- |              |               |               |
|--------------|---------------|---------------|
| 1. mentioned | 2. introduced | 3. encouraged |
| 4. included  | 5. separate   | 6. provides   |
| 7. depend    |               |               |

### Listening and speaking

#### 10. Listen and complete the notes.

- Tell students to read the notes. Ask them what the notes tell them about the recording they are going to hear.
- Play the first paragraph of the recording. Ask students if they guessed correctly. (It is about learning to be a TV news reporter.)
- Play the rest of the recording and ask students to listen and complete the notes.

- Play the recording again and ask students to check and correct answers.
- Check answers as a class.
- Find out if this is a job that students would like and why/why not. Discuss as a class.

### Answers

1. important news stories
2. important and famous people
3. video camera
4. news reports
5. camera
6. small television station

### Tapescript

Do you want to be a TV news reporter? People often ask me why I love my job. Well, it's very exciting. I'm the first to know about important news stories. I travel around the world and I talk to important and famous people.

But you have to learn a lot of things if you want to work in TV news, such as how to use a video camera, how to write news reports, and how to speak to the camera.

A good place to learn to be a TV news reporter is a small television station. You get a lot of practice doing different things, so you can learn fast.

### 11. Listen to the poem and read.

- Find out if students have been to the sea and played on the beach. If they have, ask what they did; if not, ask if they would like to and what they think it would be like.
- Play the recording for students to listen to. Ask them how it makes them feel and whether it is the same as what they thought.
- Play the recording again and ask students to read the poem afterwards.
- Read the poem line by line and check their meanings with the class.
- Ask students to tell which lines rhyme with each other. (1 and 2, 3 and 6, 4 and 5).
- Put students in groups of three to practise reading the poem out loud. Remind them to make sure the

lines rhyme.

- Ask volunteers to read the poem to the class.

### Culture box: *Robert Louis Stevenson*

Robert Louis Stevenson (1850-1894): He was a novelist and poet from Edinburgh in Scotland, who lived in Samoa for many years, until his death at the age of 44. His most famous works are his novels *Treasure Island*, *The Strange Case of Dr Jekyll and Mr Hyde* and *Kidnapped*.

### 12. Make a list of the problems you have when you are learning English.

- Set a time limit of three minutes and tell students to make a list of all the problems they have when learning English.

### Possible answers

It is difficult to remember vocabulary.

There are always a lot of new words.

There is not enough practice for oral English.

I make a lot of mistakes.

I find it difficult to know which form of a word is the correct form.

The recordings are always too fast.

I find the accents on the recordings difficult to understand on the recordings.

### Now work in pairs. Ask for and give advice about the problems on your lists.

- Put students in pairs. Tell them to take turns reading out their problems to their partner and the partner to listen to each problem and note it down.
- Ask them to think of advice to give to each other.
- Tell students to ask for and give their advice to their partner and discuss the advice as a pair.
- Ask four students to come to the board and write a problem each. Then ask four volunteers to come and write a piece of advice for each problem.

### Reading and writing

#### 13. Read the passage and answer the questions.

- Tell students to read the questions and look at the picture. Ask them if they have heard of *Treasure Island*. If so, ask them to tell the class what they know about it.

- Ask students to read the passage and look for the answers to the questions.
- Check answers as a class.

#### Possible answers

1. It is a book/a famous story.
2. Because it is about some people looking for treasure hidden on an island.
3. Jim Hawkins is the hero.
4. He goes looking for the treasure. He has many adventures, particularly with a group of pirates and their captain, and gets home at the end with some of the treasure.

#### 14. Number the events from the story in Activity 13 in the correct order.

- Ask students to read the events and put them in order from memory.
- Tell them to check their answers by reading the passage again. Point out that the events should be in order in time.
- Check answers as a class.

#### Answers

a) — 5; b) — 1; c) — 3; d) — 2; e) — 6; f) — 4

#### 15. Answer the questions.

- Ask students to read and answer the questions from memory individually or with a partner.
- Tell them to check their answers by reading the passage again.
- Tell students to compare their answers with their desk partner or another pair.
- Check answers as a class.

#### Answers

1. They want to go and look for Captain Flint's gold.
2. They are friends of Jim's and a group of pirates.
3. He wants to follow them and find the gold.
4. Ben Gun has found it and moved it to another place.
5. He has helped Jim and his friends.

#### Extension

- Put students in small groups and do this activity as a team game.
- Ask each group to find and write down the correct answers. Tell them the first team to finish gets two points, each team wins a point for each correct answer and the team with the most points at the end is the winner.

#### 16. Work in pairs. Answer the questions.

- Ask students to read the questions and think about their answers. Tell them they can take notes.
- Put students in pairs and tell them to take turns asking and answering the questions.
- Ask a few students to tell the class about their partner's replies.

#### Extension 1

- Ask students to write down their partner's replies to the questions after they have finished speaking.
- Tell them to exchange written answers to check that their partner has the correct information.

#### Extension 2

- Choose an adapted version of *Treasure Island* for students to read, or find a film version for students to see.

#### Possible answers

1. He is a bad pirate and he plans to kill Jim and his friends, but then he seems to behave better and helps them. He is still not very honest, however, as he runs away with some of the gold.
2. It was too dangerous for him. He could have died or got lost on an island.
3. Yes, it sounds exciting with lots of things happening./No, it is not the sort of book I like. I prefer stories set in the future or in space.
4. Yes, pirate films are very good. I like *Pirates of the Caribbean* a lot.

#### 17. Write about a book you have read or a film you have seen. Use the following questions to help you.

- Ask students to choose a book they have read or a film they have seen to write about.

- Ask them to read the questions and think about their answers. Tell them they should write notes on their answers.
- Tell them to use their notes to help them write a passage.
- Ask them to read their passages and check their spelling and their word forms in pairs.
- Allow them to illustrate their passages if they wish.
- Put all the passages on the wall or on the board. Ask students to read them all and choose one book or one film they would like to read or see.
- Ask the class to share what they think of the book or the film.

### Possible answer

I saw the film *Harry Potter and the Philosopher's Stone* last year. It is a fantasy film about a boy and his friends, and their magic adventures at a special school. The hero is called Harry Potter, and he can do wonderful magic. His friends are called Ron and Hermione. In this story, the three friends meet at their new school and then they try to solve a dangerous mystery. They don't know who their enemy is, but they think it is a teacher called Snape. At the end of the film, Harry discovers who the bad person is, with help from his friends. I think it is a good film, but it is very complicated too.